

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: ☒ Elementary ☐ Middle ☐ High ☐ K-12

Name of Principal Mrs. Neadia Riley
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name White Church Elementary School
(As it should appear in the official records)

School Mailing Address 2226 N. 85th Street
(If address is P.O. Box, also include street address)

Kansas City Kansas 66109-2016
City State Zip Code+4 (9 digits total)

County Wyandotte School Code Number* 8354

Telephone (913) 627-4250 Fax (913) 627-4276

Website/URL www.kckps.org E-mail www.neriley@kckps.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent Dr. Ray Daniels
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Kansas City Kansas Unified School District 500 Tel. (913) 551-3200

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Gloria Willis
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 30 Elementary schools
 8 Middle schools
 _____ Junior high schools
 6 High schools
 _____ Other

 44 TOTAL
2. District Per Pupil Expenditure: \$8,415.00

Average State Per Pupil Expenditure: \$7,748.17

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- ☒ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural
4. 4 Number of years the principal has been in her/his position at this school.

_____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	17	18	35	8			
1	26	13	39	9			
2	18	16	34	10			
3	18	15	33	11			
4	18	16	34	12			
5	26	16	42	Other			
6							
			TOTAL STUDENTS IN THE APPLYING SCHOOL →				217

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>35</u> | % White |
| <u>56</u> | % Black or African American |
| <u>8</u> | % Hispanic or Latino |
| <u>1</u> | % Asian/Pacific Islander |
| <u> </u> | % American Indian/Alaskan Native |
| 100% | Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 13 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	17
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	16
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	33
(4)	Total number of students in the school as of October 1 (enrollment for 2003-04)	245
(5)	Subtotal in row (3) divided by total in row (4)	.13
(6)	Amount in row (5) multiplied by 100	13%

8. Limited English Proficient students in the school: 5 %
11 Total Number Limited English Proficient
 Number of languages represented: 2
 Specify languages: Hmong and Spanish

9. Students eligible for free/reduced-priced meals: 52 %
 Total number students who qualify: 113

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 12 %
25 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>1</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>11</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	<u>5</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>10</u>	<u> </u>
Special resource teachers/specialists	<u>2</u>	<u>6</u>
Paraprofessionals	<u>1</u>	<u> </u>
Support staff	<u>5</u>	<u>2</u>
Total number	<u>19</u>	<u>8</u>

12. Average school student-“classroom teacher” ratio: 22:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96 %	96%	95%	97%	97%
Daily teacher attendance	96%	96%	96%	98%	98%
Teacher turnover rate	0%	0%	23%	15%	21%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

White Church School is one of thirty elementary schools in the Kansas City Kansas School District. The school has been a vital part of the area for 172 years. A drive through the neighborhood would show White Church is a diverse community, 47 percent of the population is black, 41 percent of the population is white, and 12 percent is of other ethnic origin. Almost the entire community is comprised of residential homes. The homes are a mix of older and newer homes that fall in the fifty to one hundred thousand dollar range. Census figures indicate that an average of four people live in each house. Two parent families inhabit 61 percent of the homes and 39 percent are headed by single parents. One hundred thirteen of our students qualify for free or reduced lunches; 104 receive no lunch support. Many of our students are children from families that have been part of the White Church School for generations. Two of our teachers attended White Church as students.

Although many changes have been made since the first White Church School was established in 1833, the purpose of our school has remained the same. In 1910, the class motto was “We Can Because We Think We Can.” Today each morning the school community recites together “If I Think I Can, and I Work Hard, I Will Be Successful.” A new motto was added in 2002 “Be Respectful, Be a Learner, and Be in Control.”

Our school is organized and designed to facilitate a community of learners. The efforts of the staff to create a climate for learning at White Church are reflected in the accomplishments and achievements of our students.

Our school community includes students from kindergarten through fifth grade. We support student development over time and build relationships by implementing the following models: Two 1 /2 multiage classes, one 3 /4 and one 4 /5 multiage classes. Through Inclusion, children with Individual Education Plans as well as those in regular education work collaboratively in a small learning community. We also offer five looping classes, which make up the other small learning community of our school. These students stay with the same teacher for two consecutive years.

One of the educational goals of our school is to provide enriched and diverse opportunities for students to learn, perform and to be recognized. Students are given opportunities to participate in school musicals, science fairs, art festivals, award assemblies, math and reading clubs, family reading, math and game nights, after school recreation programs, and morning announcements. Student projects are proudly displayed throughout the school. Student representatives serve on our Student Council. This group plans events and community service projects to promote school spirit and community involvement.

With the support of parents and community, the staff and students have created a school at White Church where a climate of learning is one of the primary educational goals. White Church received the Standard of Excellence in writing on the Kansas Assessment in 2002 and the Standard of Excellence in both the Reading and Math Assessments 2004. We were awarded the Challenge Award of Recognition for outstanding accomplishments in closing the achievement gap in fifth grade reading (gap between minority students and white, or between those on free and/or reduced priced meals and full pay students) based on the 2004 Kansas Reading Assessment.

Parent volunteers, PTA, Site Council, Student Improvement Team, and Family Advocacy are integral parts of our school and support in the highest quality of education for our students. We take pride in our school. White Church is a place where everyone is special.

PART IV INDICATORS OF ACADEMIC SUCCESS

1. White Church Elementary Assessments

According to the No Child Left Behind Act of 2001(NCLB), Adequate Yearly Progress (AYP) is used to determine the academic achievement of every student and every group of students. The Kansas State Assessments in reading and math are used to determine if a school makes an AYP. The Fourth grade students are given the Kansas Math Assessment and the fifth grade students are given the Kansas Reading Assessment. These assessments are created by the Center for Educational Testing and Evaluation (CETE) at the University of Kansas. CETE collects, disaggregates and reports the results by the end of the school year. All students are assessed including students with Individual Education Plans and English Language Learners. All Schools are expected to make Adequate Yearly Progress or AYP each year. To achieve AYP, 57.3% of all students must score in the proficient and above in reading and 53.5% of the students must score proficient and above in math. Failure to make AYP for two consecutive years will place the school on improvement.

Kansas uses the following performance levels for both assessments: Exemplary, Advanced, Proficient, Basic and Unsatisfactory. Students have met state standard when they perform at the proficient and above categories. Performance data for the Kansas Reading Assessments are reported by using the following percentage levels: Exemplary 93 and above; Advanced 87-92; Proficient 80-86; Basic 68-79; and Unsatisfactory below 68. The following percentage levels are used for the Kansas Math Assessment: Exemplary 75 and above; Advanced 60-74; Proficient 59-48; Basic 35-47; and Unsatisfactory below 35.

In 2004, White Church students increased the number of students performing proficient and above in reading from 51.2% to 87.3%. In math, an increase in the number of students performing in the proficient and above category went from 66.7% in 2003 to 90% in 2004. White Church has met or exceeded the requirements for AYP for the last two years. To meet the State Standard of Excellence in reading and math, a minimum of 25% of students must be in the advanced category and not more than 5% of students in unsatisfactory. White Church students met the State Standard of Excellence in both reading and math in 2004. Only one student in reading performed in the unsatisfactory category. There were no White Church students scoring in the unsatisfactory category in math.

Assessment results are disaggregated into sub groups by socioeconomic status (Free/Reduced and full pay lunch); ethnicity, gender and or special education status. Schools must include disaggregated group performance as part of AYP if any or all of these groups number 30 or more students. Continued evaluation of the data, from 2001 to present shows no consistent performance gaps in any disaggregated groups. In comparison with state data, White Church students performed better than students across the state in 2004.

The Gates-MacGinitie Reading Test is given to first and second grade students at the end of the year. Results show that the first and second grade students are scoring at or above the national average.

2. Using Assessment Data

Staff administers a variety of assessments in targeted areas in order to get feedback on the academic achievement of students. Student work is collected and evaluated regularly.

In team meetings, Small Learning Communities and school-wide in-services, data is reviewed and analyzed to measure progress of individual students as well as those in subgroups. Instruction is adjusted to support the academic needs and promote student achievement of all students. The teacher maintains student progress and student data regularly and by the school quarterly and annually. For students that are

performing below proficiency, extended opportunities for reaching proficiency through smaller grouping and individualize instruction are implemented. Grade level and school wide graphs are kept throughout the year on student performance. This provides a visual representation of the progress the school is making toward meeting the academic needs of all students and helps to identify students that need additional support, allowing for implementation of appropriate instructional strategies as well as developmentally appropriate practices.

Assessment data is used to identify and provide students with additional services such as Special Education instruction. A Student Improvement Team made up of parents, teachers, nurse, school psychologist, instructional coach, principal, and other support staff meets weekly to develop intervention plans that support academic achievement for individual students.

3. Communicating Student Performance

White Church uses a variety of ways to communicate students' performance. The State of Kansas publishes a report card of each school that is accessible on the State Department of Education website. Parents receive a copy of their child's performance on State Assessments along with a letter from the State explaining the results of the Kansas Assessment. All state assessment results are reported annually in the local newspaper. Each school in the district is involved in the Family Advocacy System. Parents and students are assigned one advocate for the years they attend the school. This advocate is their primary support system and source of information. Parents are included in goal setting with the student, teacher and advocate. Advocates make monthly contact with the parent about student progress. Scheduled parent-teacher conferences are held at the end of the first and third quarters. In addition, teachers conference with students weekly about progress and give feedback for individual growth. Every teacher communicates regularly with parents through weekly newsletters, personal notes, e-mails, and parent/student/teacher conferences. A school newsletter is published each month informing parents of student performance.

4. Sharing Our Successes

It is always with great pride that we share with others the outstanding programs we have at White Church. As a result of the outstanding performance of our students, we host teachers within the district as well as outside who visit our school to see these programs and strategies in action. Staff participation in district in-services provides opportunities for sharing successful instructional practices.

In addition, our school's Instruction Coach serves as a trainer for Kansas Accelerated Literacy Learning model for other schools within the district. The principal along with other staff in conjunction with the University of Kansas has facilitated workshops sharing the success experienced by the school in implementing a model of whole school approach for positive behavior and supports (PBS). White Church was the featured school in a video by Forum On Education Productions entitled: Creating A Unified System: Integrating General and Special Education for the Benefit of All Students. This was another opportunity to share how White Church is making a difference for the entire school community in terms of student achievement, policy, practice and the professional development needed to continually improve.

PART V – CURRICULUM AND INSTRUCTION

1. White Church Curriculum

The Kansas City Kansas School District has aligned our district curriculum and standards with the Kansas state standards and the national standards. The curriculum is comprehensive and provides challenging

and substantive knowledge and skills, including the areas of reading, writing, mathematics, social studies, art, music, and PE. We comprehensively address the academic, behavioral and emotional needs of all students.

The Kansas City Kansas Literacy Model is a Balanced Literacy model that incorporates the key components of reading as identified by the National Reading Panel. At White Church, all teachers have received extensive training to be able to provide guided reading instruction that matches the needs of small groups of children, including word study that addresses both decoding and vocabulary development. In addition, teachers have implemented Reader's and Writer's Workshops so that children can develop skills and a love of reading and writing. Teachers provide mini-lessons using modeled, shared, and guided reading and writing to expose students to skills that are more advanced than their current independent level, enhancing the rigor and intensity of their development.

White Church has implemented the Math Investigations curriculum for five years, which is designed to help all elementary children understand the fundamental ideas underlying number and arithmetic, geometry, data, measurement, and algebraic thinking. The Investigations program embodies the vision of the rigorous national standards for math developed by the National Council of Teachers of Mathematics. It is based on an extensive body of research on how children learn mathematics, and is carefully designed around key ideas to invite all students into mathematics, providing opportunities and experiences organized to develop mathematical proficiency.

Foss science kits provide research-based, constructivist, literacy-based tools for teaching science standards. These kits include hands-on activities and literature that directly supports each module. Students participate in a science fair each year where they demonstrate their knowledge of the scientific method and participate in local and state science assessments as well.

A thematic, literature-based program is used for the instruction of social studies as well. Experiences using a variety of sources and artifacts teach valuable research skills and make abstract historical concepts come to life in meaningful ways. Intermediate students participate in local performance assessments each year where they demonstrate their research and writing skills. The code of conduct standards and social skills are taught in each classroom to support the emotional development of each child. Our school offers school-wide applications of Positive Behavioral Supports, positively and proactively teaching appropriate behavioral expectations and the development of self-control.

Music education exposes students to a broad range of musical experiences. Students actively learn about music and rhythm through a variety of hands-on experiences with music and other musical materials. Our art, music, and PE teachers strive to integrate core curriculum standards with their own. They have incorporated standards in reading, writing, and math through read-alouds about artists, motivational quotes and music history, music journals and tying literacy and mathematics concepts to their content areas. The PE teacher integrates health, science and math standards into his daily curriculum. Students give performances to parents and the community, with each child performing in at least one program per year.

2. White Church Curriculum

White Church Elementary has been a leader in the development of the Kansas City Kansas Balanced Literacy Model. Ten years ago we recognized that a traditional basal program was not working and that only 29% of our students were reading at grade level. We began implementing guided reading groups by assessing students and flexibly grouping them according to instructional needs. Teachers work collaboratively and group students across classes when necessary to meet needs in phonemic awareness, phonics, vocabulary, fluency and comprehension.

Teachers recognized that students needed more time for independent reading and growth. Readers' and Writers' Workshops were added because they allowed teachers to extend students beyond their current independent abilities and because they motivated students and helped them learn to love the processes of reading and writing. After a rich mini-lesson, students engage in authentic reading and writing and teachers confer with students, pushing their thinking on an individual level.

Our early literacy program integrates reading and writing from the first day of Kindergarten. Animated Literacy teaches phonemic awareness and phonics and is full of rich vocabulary and shared reading experiences. Students learn to stretch and blend words with shared experiences in modeled and interactive writing that are then extended to meaningful practice during Writers' Workshop. Students have lots of opportunities for reading, using a variety of reading materials including simple, repetitive texts. Students leave Kindergarten with critical early reading skills in place, with over 90% of students reaching grade level in the past three years.

3. Mathematics Curriculum

Helping students to develop deep mathematical thinking is considered an essential outcome for the staff at White Church, and our curriculum choices reflect this goal. For many years, teachers sought to enhance our traditional textbook series with meaningful, interactive opportunities as those found in resources from Kim Sutton, Marilyn Burns and others. Now our district has adopted Math Investigations, a curriculum that allows a more constructivist approach to the development of mathematical thinking and problem solving to develop deep knowledge and application. White Church was among the first schools in the district to pilot the curriculum four years ago.

Students at White Church actively engage in mathematical reasoning to solve complex mathematical problems. They represent, explain, and justify their thinking, using mathematical tools and appropriate technology. Our math instruction provides meaningful, repeated practice of basic facts and develops critical thinking skills through activities and games, with significant time for students to think about the problems and to model, draw, write and talk about their mathematical thinking. This is supplemented daily with Calendar Math and Math 4 Today to allow diverse experiences with math.

Our goals within our School Improvement Plan focus on helping students develop a deep understanding of math concepts and vocabulary by enriching our discussions within the mathematics classroom. The constructive nature of the program coupled with the teachers' in-depth study and development of questioning strategies when assessing and conferencing with students allows for differentiation to occur. In addition to unit assessments, Local Assessments from the district are given four times per year and guide instructional decisions. Students receive small group instruction, in addition to their whole group mini-lessons and time for exploration, based on needs that are identified by formal and informal assessments.

4. Instructional Methods

All instructional methods at White Church revolve around helping students develop meta-cognition in all curricular areas. Teachers use a gradual release of responsibility to help students develop independence with challenging skills. There is a great focus on students explaining their thinking orally and in written form to help build their awareness of how they think and solve problems.

A variety of instructional groupings facilitate the learning of all students. First, our school holds the philosophy that all students learn best with their peers, so all students are serviced in the general education setting with supports. Some classes are multi-age and the other classes loop with teachers for

continuity. Support staff are utilized creatively to maximize instructional time and provide small groupings when needed. The special education teacher and paraprofessional, in addition to other support staff, work collaboratively within the general education setting and allow group sizes to be smaller for core subjects. A variety of teaching methods and reflective teaching throughout the day also ensures that all students will benefit from instruction.

Motivation and positive predisposition toward learning are addressed throughout the day but are extended through activities like Math Club, Art Club, and book clubs. Over 90% of our fourth graders have participated in a 3-month, after school math club over the last two years. Teachers volunteer to provide this after school tutoring and extend math in exciting ways. The art club's culminating activity each year is painting a mural within the building.

5. Professional Development

White Church, with much support from the district, has created many opportunities for ongoing staff development. The principal and instructional coach spend much of their time in classrooms, modeling, observing, and co-teaching, and meeting with teachers to discuss specific subjects and strategies that are relevant for their classrooms. They also meet with teams of teachers weekly during a common planning time to discuss student data and instruction. Reflection on the process of teaching and learning is embraced by teachers and administration and results in increased student achievement because of the responsive teaching that follows.

In addition to weekly team planning, the staff meets for two hours of professional development each week, studying professional literature, such as *Classroom Discussions*, by Chapin et al., and *Reading with Meaning*, by Debbie Miller, and *Strategies that Work*, by Harvey and Goudvis. They also examine student work, data, and videotapes of classrooms and discuss instructional needs of groups and individual students. Last year, all teachers were trained in the Kansas Accelerated Literacy Learning reading intervention program and worked one-on-one with a student throughout the year to refine their skills in teaching reading, which has led to increased achievement for their entire class. Teachers are also released to observe each other and have discussions about their teaching.

Teachers have opportunities to receive staff development at a district level as well. A team of teachers has attended a weeklong intensive training in the implementation of Math Investigations. Four to eight times per year, teachers attend a district-level in-service class in a curricular area of choice. They study areas such as emergent readers, comprehension strategies, mathematical thinking, and conferencing in-depth with an instructional leader in the district. Incidentally, many of those instructional leaders are current or former teachers from White Church.

PART VII – ASSESSMENT RESULTS

Subject Reading **Grade** 5 **Test** Kansas State Reading Assessment

- Kansas uses five performance level categories, Unsatisfactory, Basic, Proficient, Advance and Exemplary.
- Subgroups that have a NA reported for certain years and/or performance levels are because the state criteria for the number of students reported was not met.
- Certain subgroups were not reported at all because the state criteria for the number of students reported was not met
- *Grade 5 reading subgroups are continued on the next page.*

WHITE CHURCH ELEMENTARY SCORES					
Administered to 5 th grade in March each year					
	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
% Unsatisfactory	3.1	8.7	12.2	22.0	27.0
% At or Above Basic	96.9	91.3	87.7	78.1	72.0
% At or Above Proficient	87.5	67.4	65.3	53.7	41.0
% At or Above Advanced	53.1	50.0	49.0	36.7	18.0
% At or Above Exemplary	31.2	17.4	20.4	12.2	8.0
Number of students tested	32	46	49	41	48
Percent of students tested	100	100	96.1	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
STATE SCORES					
	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
% Unsatisfactory	7.5	9.1	12.6	13.3	13.1
% At or Above Basic	92.5	90.9	87.4	86.7	86.9
% At or Above Proficient	72.1	68.9	63.0	64.3	63.1
% At or Above Advanced	49.6	46.0	40.0	40.0	40.9
% At or Above Exemplary	20.7	18.6	15.1	14.4	15.7
SUBGROUP SCORES					
1. White Church Elementary Economically Disadvantaged					
Number of students tested	19	16	22	24	16
% Unsatisfactory	5.3	12.5	22.7	29.2	31.0
% At or Above Basic	94.7	87.6	77.3	70.8	69.0
% At or Above Proficient	84.2	75.1	59.0	37.5	37.0
% At or Above Advanced	47.4	43.8	45.4	20.8	6.0
% At or Above Exemplary	21.1	18.8	13.6	12.5	6.0
STATE SCORES					
% Unsatisfactory	12.5	15.4	21.7	24.3	23.9
% At or Above Basic	87.6	84.7	78.3	75.8	76.1
% At or Above Proficient	60.3	55.2	47.1	46.5	44.1
% At or Above Advanced	36.4	31.4	24.7	23.6	23.2
% At or Above Exemplary	12.0	10.3	7.2	6.5	6.5

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
2. White Church Elementary White Students					
Number of students tested	12	19	19	16	27
% Unsatisfactory	0.0	10.5	15.8	0.0	22.0
% At or Above Basic	100.0	89.5	84.2	100.0	78.0
% At or Above Proficient	92.4	57.9	63.1	81.3	52.0
% At or Above Advanced	61.6	42.1	52.6	56.3	30.0
% At or Above Exemplary	46.2	5.3	10.5	25.0	11.0
STATE SCORES					
% Unsatisfactory	5.5	6.8	9.1	9.3	9.6
% At or Above Basic	94.4	93.2	90.9	90.7	90.4
% At or Above Proficient	76.6	73.6	68.7	70.4	68.9
% At or Above Advanced	54.4	50.8	45.2	45.3	46.0
% At or Above Exemplary	23.7	21.2	17.6	16.8	18.3
3. White Church Elementary Black Students					
Number of students tested	14	23	22	22	20
% Unsatisfactory	0.0	8.7	13.6	31.8	35.0
% At or Above Basic	100.0	91.3	86.4	68.2	65.0
% At or Above Proficient	85.7	73.9	59.0	40.8	30.0
% At or Above Advanced	50.0	56.5	45.4	18.1	5.0
% At or Above Exemplary	28.6	26.1	22.7	4.5	5.0
STATE SCORES					
% Unsatisfactory	17.3	22.0	32.1	32.9	33.6
% At or Above Basic	82.7	78.0	67.8	67.0	66.4
% At or Above Proficient	53.1	44.5	35.8	36.4	33.2
% At or Above Advanced	29.8	24.1	16.9	16.8	15.7
% At or Above Exemplary	9.5	7.0	5.0	4.5	3.7

Subject Math **Grade** 4 **Test** Kansas Mathematics Assessment

- Kansas uses five performance level categories, Unsatisfactory, Basic, Proficient, Advance and Exemplary.
- Subgroups that have a NA reported for certain years and/or performance levels are because the state criteria for the number of students reported was not met.
- Certain subgroups were not reported at all because the state criteria for the number of students reported was not met.
- *Grade 4 math subgroups are continued on the next page.*

WHITE CHURCH ELEMENTARY SCORES					
Administered to 4 th grade in March of each year					
	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
% Unsatisfactory	0.0	9.5	26.5	14.9	32.4
% At or Above Basic	100.0	90.5	73.5	85.1	67.6
% At or Above Proficient	90.0	66.7	44.9	66.0	29.4
% At or Above Advanced	67.5	50.0	24.5	32.0	23.5
% At or Above Exemplary	40.0	16.7	6.1	4.3	14.7
Number of students tested	40	42	49	47	34
Percent of students tested	100.0	100.0	100.0	100.0	100.0
Number of students excluded	0	0	0	0	0
Percent of students excluded	0.0	0.0	0.0	0.0	0.0
STATE SCORES– All Students					
	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
% Unsatisfactory	5.7	9.6	11.3	11.8	14.0
% At or Above Basic	94.3	91.4	88.7	88.1	86.0
% At or Above Proficient	80.0	73.6	67.6	67.2	62.4
% At or Above Advanced	60.5	52.4	45.5	42.1	39.1
% At or Above Exemplary	30.4	23.1	18.2	16.8	43.8
SUBGROUP SCORES					
1. White Church Elementary Economically Disadvantaged					
Number of students tested	14	15	26	19	16
% Unsatisfactory	0.0	9.5	44.4	21.0	44.0
% At or Above Basis	100.0	90.5	55.6	79.0	56.0
% At or Above Proficient	92.9	57.1	27.9	63.2	6.0
% At or Above Advanced	71.4	42.8	11.2	31.6	6.0
% At or Above Exemplary	35.7	9.5	5.6	0.0	6.0
STATE SCORES					
% Unsatisfactory	9.7	14.2	19.2	20.6	24.4
% At or Above Basic	90.4	85.7	80.8	79.4	75.5
% At or Above Proficient	70.6	61.1	52.5	51.5	44.2
% At or Above Advanced	48.3	37.7	30.3	26.1	22.1
% At or Above Exemplary	20.2	12.9	9.4	8.0	5.5
2. White Church Elementary White Students					
Number of students tested	15	21	20	21	15
% Unsatisfactory	0.0	4.8	30.0	9.5	20.9
% At or Above Basic	100.0	95.2	70.0	90.5	80.0
% At or Above Proficient	100.0	80.9	45.0	71.5	46.0
% At or Above Advanced	86.6	57.1	25.0	47.7	33.0
% At or Above Exemplary	73.3	23.8	10.0	4.8	20.0

STATE SCORES					
	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
% Unsatisfactory	3.8	5.9	8.1	8.5	10.3
% At or Above Basic	96.3	94.1	91.9	91.6	89.7
% At or Above Proficient	84.4	79.0	73.3	73.3	68.4
% At or Above Advanced	65.9	58.1	51.2	48.0	44.5
% At or Above Exemplary	34.5	26.6	21.3	19.9	16.2
3. White Church Elementary Black Students					
Number of students tested	21	15	26	14	18
% Unsatisfactory	0.0	13.3	23.1	28.6	39.0
% At or Above Basic	100.0	86.7	76.9	71.4	61.0
% At or Above Proficient	85.7	59.9	46.1	49.9	17.0
% At or Above Advanced	57.1	46.6	26.9	14.2	17.0
% At or Above Exemplary	19.0	13.3	3.8	7.1	11.0
STATE SCORES					
% Unsatisfactory	15.0	23.4	29.6	31.6	37.7
% At or Above Basic	84.9	76.7	70.4	68.4	62.3
% At or Above Proficient	61.7	47.8	39.4	37.9	30.2
% At or Above Advanced	38.1	27.2	18.8	16.1	13.9
% At or Above Exemplary	14.2	8.5	4.8	4.1	2.5